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ABSTRACT

This is the 1980 desegregation plan of the Board of Education of the City of Saint Louis, Missouri. The document contains information on the following: (1) grade configurations, school clustering, and projected enrollments; (2) transportation; (3) magnet and alternative schools; (4) school specialty programs; (5) student transfer policy; (6) staff assignments and development; (7) school development planning for the summer of 1980; (8) safety, security, and student welfare activities; (9) community relations programs; (10) parent organizations; (11) involvement of suburban school districts; (12) implementation, monitoring, and evaluation; (13) financial requirements; and (14) reporting requirements. (PPM)

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THE DESEGREGATION PLAN OF THE BOARD OF EDUCATION OF THE CITY OF ST. LOUIS

Showing Amendments of 5/08/80
5/12/80
5/15/80

INTRODUCTION

The preparation of a desegregation plan for the public schools of the City of St. Louis was ordered by the Circuit Court of Appeals for the 8th Circuit on March 3, 1980 to be carried out within 60 days thereafter. The principal responsibility for developing this plan was given by the appellate court to the Board of Education. In discharging its responsibility pursuant to the procedural directions of the appellate opinion the Board has worked with the parties to the lawsuit, with a broadly-based citizens committee of 20 members, ten of each race, and with an expert. The Committee under the chairmanship of Ed Foote, dean of the Washington University Law School, and the expert were appointed by this Court. The expert is Gary Orfield, professor at the University of Illinois, who was the expert witness for the United States at the trial of this case and has a rich background in the desegregation of public schools. He was assisted by other experts in particular areas as he requested.

The Board has endeavored to fulfill the spirit as well as the letter of the Court's directives and has cooperated as fully as possible with the Committee, the expert and his associates, as well as with civic, religious and other organizations. A policy of free flow of information was adopted by the Board to facilitate communication and understanding of problems and possible solutions.

As for the substantive requirements, the Board likewise applied to the best of its ability the directives and guidelines contained in the Court's opinion. Among the findings, conclusions and guidelines given by the appellate court, which were adopted as the parameters of the desegregative plan, the following are noted:

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(a) A black student population at or below 50% in the schools will contribute to the preservation of a racially unified system;

(b) Schools which presently have a black student population of between 30% and 50% shall be considered to be integrated and shall be maintained substantially as they are at present;

(c) Existing schools which have a white enrollment in excess of 70% shall be integrated with a sufficient number of black schools to achieve the 30%-50% ratio of black students;

(d) A number of schools which are wholly or virtually all-black in North St. Louis will remain basically unchanged for the now foreseeable future. The Board proposes a number of techniques, suggested by the appellate court, to provide alternative forms of equal educational opportunities.

The resulting desegregation plan includes the following major components:

I. Grade Configurations, School Clustering and Student Assignment

II. Integration of the Regular High Schools.

III. Magnet and Alternative Schools.

IV. New and Expanded Specialty Programs.

V. Permissive Transfers.

VI. Staff Assignments.

VII. Staff Development.

VIII. School Development Planning: Summer 1980.

IX. Transportation.

X. Safety, Security and Student Welfare.

XI. Community Relations Program.

XII. Parent Organizations.

XIII. Involvement of Suburban School Districts.

XIV. Implementation, Monitoring and Evaluation.

XV. Financial Requirements.

XVI. Reporting Requirements.

I. GRADE CONFIGURATIONS, SCHOOL CLUSTERING, AND STUDENT ASSIGNMENT

GRADE CONFIGURATIONS

Currently the majority of schools in the district follow the grade configuration pattern of K-8 and 9-12. One of the primary methods selected to improve the quality of education offered in the St. Louis Public Schools is the development of middle schools for grades 6-8. The school district will implement the middle school concept to replace the present K-8 elementary schools.

Twenty-three sites for middle schools have been selected throughout the school district:

Blewett	Grant	Stevens
Blow	Hickey	Stowe
Clinton	Langston	Turner Middle & Br.
Columbia	Long	Washington
Cook	L'Ouverture	Webster
Dewey	Mullanphy	Williams
Fanning	Nottingham	Yeatman
Ford	Simmons	

Selection of the sites was based primarily upon their suitability as middle school facilities because of their larger gymnasiums, and the availability of space for libraries and specialized middle school classrooms such as science, home economics and industrial arts.

MIDDLE SCHOOL PLAN
(Grade 6, 7, and 8)

A middle school is designed for students who are making the transition from childhood to adolescence. The program of the middle school will evolve around the nature of the student and

the subject matter; it will emphasize the special interests of the students, provide continuity, and build self-concept.

As a result of having attended a middle school, "the transescent student will find self-identity at a critical stage in his development, and the middle school in turn will achieve an organizational identity of its own in relationship to the elementary and high schools." (Quote from Thomas E. Gatewood, leading authority on middle schools, in the Middle School Journal, Vol. No.. Summer, 1975).

By establishing middle schools, the regular elementary schools and high schools in the district will have (with a few exceptions) grade configurations of: K, 1-5; K, 6-8; or 9-12.

ELEMENTARY SCHOOL PLAN
(Grades Kg. - 5)

An elementary school is a special place. It is designed to meet the physical, social, psychological, and academic needs of children of this age span and will provide for continuous progress from kindergarten through grade 5 with opportunities for competency checks at various points along the continuum.

Most teaching of children in this configuration will occur in self-contained classrooms. This will give the children an opportunity to learn how to apply basic skills being taught to a variety of situations not to just the area where the initial teaching occurs.

The elementary school will be responsible for teaching the basic skills in reading, writing, spelling, oral language, mathematics, social studies, science, art, music, and physical education. The levels of the continuum will make it possible for each child to spend as much time in that level as is necessary for him to gain competency in the skills taught there. In grades 4 and 5, where more learning is done through textbooks than is

done in the primary [illegible] from many written and visual sources.

SCHOOL CLUSTERING

Integrated Clusters

In order to integrate as many elementary schools as possible, a pattern of school clustering will be implemented.

The racial balance of 30 to 50 percent black, which is required under one of the approaches endorsed by the Court of Appeals, was chosen in order to maintain stable integration in the selected schools. In overall numbers this meant that at the elementary level, the projected enrollment of approximately 10,720 white students would be integrated with approximately 4,594 to 10,720 black students to achieve a racial balance in the 30 to 50 percent black range. This also meant that the remaining black students, approximately 22,711 to 28,840 would remain in predominantly black schools.

Primary schools will be clustered with middle schools. Clusters were integrated by selecting schools with predominantly black and predominantly white enrollments in the same cluster.

Schools having a predominantly white or black enrollment which were in close proximity to each other were clustered first in order to reduce the number of students to be transported.

Schools in areas of the city which offered the possibility of long term neighborhood integration were included in an integrated cluster wherever feasible. This was done to promote natural integration and thus extend a pattern of stable integration over a longer period of time.

Ten clusters out of the twenty-three developed are to be integrated. The tables on the following pages show anticipated enrollments based upon normal projections. However, in addition to normal attrition there will be students entering the magnet

schools and there may be greater than normal loss of white students. Therefore, for these and other reasons, it may be necessary to make some adjustments in the clusters prior to the opening of school in September. Similarly, other adjustments may be necessary in future years to maintain a proper degree of stability consonant with the principles stated herein.

PROJECTED ENROLLMENTS FOR 1980-81

INTEGRATED CLUSTERS

Schools	Grade Levels	Regular Enrollment B	Regular Enrollment W	Special Ed. Enrollment B	Special Ed. Enrollment W	Total by Race B	Total by Race W	Total All Students	Perce Blac
Blow*	6-8	182	331	3	41	185	372	557	33%
Woodward	1-5	171	274	15	60	186	334	520	36%
Henry	1-5	144	268	25	25	169	293	462	37%
Clinton	6-8	216	274	20	38	236	312	548	43%
Froebel	1-5	128	271	34	40	162	311	473	34%
Meramec	1-5	101	215	0	0	101	215	316	32%
Dewey	6-8	208	212	20	23	228	235	463	49.2
Roe	1-5	130	134	0	0	130	134	264	49.2
Hamilton	1-5	181	190	21	31	202	221	423	48%
Fanning	6-8	203	301	17	24	220	325	545	40%
Main	1-5	144	268	0	0	144	268	412	35%
Clark	1-5	265	307	18	27	283	334	617	46%
Grant	6-8	117	226	20	15	137	241	378	36%
Shenandoah	1-5	121	149	0	0	121	149	270	45%
Wyman	1-5	204	253	15	32	219	285	504	43%
Long	6-8	184	321	0	25	184	346	530	35%
Windsor	1-5	79	136	0	27	79	163	242	33%
Banneker	1-5	190	210	0	0	190	210	400	48%
Scruggs	1-5	123	173	0	0	123	173	296	42%
L'Ouverture	6-8	287	331	30	67	317	398	715	44%
Hodgen	1-5	235	280	33	56	268	338	606	44%
Garfield	1-5	127	236	0	0	127	236	363	35%
Sigel	1-5	155	234	0	0	155	234	389	40%

* Kindergarten students are not included in the computations.

Projected Enrollments for 1980-81--Integrated Clusters, cont'd.

Schools	Grade Levels	Regular Enrollment B	Regular Enrollment W	Special Ed. Enrollment B	Special Ed. Enrollment W	Total by Race B	Total by Race W	Total All Students	Percent Black
Mullanphy	6-8	247	351	20	21	267	372	639	42%
Buder	1-5	193	211	0	0	193	211	404	48%
Kennard	1-5	172	182	0	0	172	182	354	49%
Oak Hill	1-5	112	139	27	37	139	176	315	41%
Sherman	1-5	115	122	0	0	115	122	237	49%
Nottingham	6-8	72	97	0	6	72	103	175	41%
Lindenwood	1-5	119	154	0	6	119	160	279	43%
Webster	6-8	200	221	6	41	206	262	468	44%
Lafayette	1-5	133	264	16	24	149	288	437	34%
Shepard	1-5	118	185	17	38	135	223	358	38%
Clay	K, 1-8	196	207	0	0	196	207	403	49%
TOTALS		5,572	7,727	357	706	5,929	8,433	14,362	41%

Non-Integrated Clusters

The non-integrated clusters were formed by clustering predominantly black primary schools with predominantly black middle schools. Whenever possible, contiguous schools were placed in the same cluster. In the schools which because of overcrowding have been transporting students to other schools for several years, the grade configurations were all set at K, 1-5. The students in grades 6-8 in those overcrowded attendance areas are to be transported to middle schools in other clusters which have space available.

PROJECTED ENROLLMENTS FOR 1980-81

NON-INTEGRATED CLUSTERS

Schools	Grade Levels	Regular Enrollment		Special Ed Enrollment		Total by Race		All Students	Percent Black
		B	W	B	W	B	W		
Blewett *	6-8	533	11	0	0	533	11	544	97.9
Eliot	1-5	295	2	0	0	295	2	297	99.4
Jackson	1-5	385	21	0	0	385	21	406	94.8
Jefferson	1-5	428	0	0	0	428	0	428	100.0
Columbia	6-8	479	6	34	0	513	6	519	98.8
Carr Lane	1-5	235	0	0	0	235	0	235	100%
Dunbar	1-5	510	0	0	0	510	0	510	100%
Irving	1-5	373	10	37	0	410	10	420	97.6
Cook	6-8	449	0	65	0	514	0	514	100%
Cook Branch	1-5	173	0	0	0	173	0	173	100%
Hamilton Br. 1&2	1-5	170	0	0	0	170	0	170	100%
Hempstead	1-5	560	0	74	0	634	0	634	100%
Mitchell	1-5	357	0	0	0	357	0	357	100%
Mitchell Branch	1-5	165	0	0	0	165	0	165	100%
Ford	6-8	537	0	60	0	597	0	597	100%
Clark Br. 2	1-5	128	0	0	0	128	0	128	100%
Emerson	1-5	491	0	0	0	491	0	491	100%
Walbridge	1-5	477	0	50	2	527	2	529	99.6
Hickey	6-8	470	0	36	0	506	0	506	100%
Lexington	1-5	395	4	43	0	438	4	442	99.1
Scullin	1-5	591	0	0	0	591	0	591	100%
Langston	6-8	570	0	39	0	609	0	609	100%
Gundlach	1-5	613	0	0	0	613	0	613	100%
Walnut Park	1-5	546	0	34	0	580	0	580	100%
Walnut Park Br.	1-5	221	0	0	0	221	0	221	100%
Peabody	1-8	490	0	26	0	516	0	516	100%
Simmons	6-8	520	0	42	0	562	0	562	100%
Bryan Hill	1-5	324	0	53	0	377	0	377	100%
Cote Brilliante	1-5	581	0	0	0	581	0	581	100%
Stevens	6-8	370	0	42	2	412	2	414	99.5
Cole	1-5	426	11	26	0	452	11	463	100%
Field	1-5	289	0	0	0	289	0	289	100%

*The Kindergarten children were not included in the computations.

ojected Enrollments for 1980-81 --Non-Integrated Schools (cont'd)

hools	Grade Levels	Regular Enrollment B	Regular Enrollment W	Special Ed. Enrollment B	Special Ed. Enrollment W	Total by Race B	Total by Race W	All Students	Percent Black
owe	6-8	555	0	63	0	618	0	618	100%
Arlington	1-5	308	0	0	0	308	0	308	100%
Henzog	1-5	273	0	0	0	273	0	273	100%
Herzog Br.	1-5	84	0	0	0	84	0	84	100%
Laclede	1-5	399	0	73	0	472	0	472	100%
rner Mdl. & Br.	6-8	546	0	46	1	592	1	593	99.8%
Ashland	1-5	411	0	0	0	411	0	411	100%
Mark Twain	1-5	261	0	48	2	309	2	311	99.0%
Mark Twain Br.	1-5	183	0	0	0	183	0	183	100%
Marshall	1-5	420	0	0	0	420	0	420	100%
shington	6-8	405	0	35	0	440	0	440	100%
Cupples	1-5	654	4	31	0	685	4	689	100%
lliams	6-8	517	0	32	0	549	0	549	100%
Carver	1-5	145	0	0	0	145	0	145	100%
Farragut	1-5	519	0	36	0	555	0	555	100%
Williams Br. 1	1-5	142	0	0	0	142	0	142	100%
atman	6-8	624	32	60	0	684	32	716	95.6%
Ashland Br.	1-5	168	0	0	0	168	0	168	100%
Baden	1-5	402	64	0	0	402	64	466	86.3%
Harrison	1-5	392	0	60	0	452	0	452	100%
Lowell	1-5	205	17	0	0	205	17	222	93.5%
TALS		20,764	182	1145	7	21909	189	22,098	99.1%

SCHOOLS NOT IN CLUSTERS

Two regular elementary schools, Clay and Peabody, were not included in the clusters. Clay School is a naturally integrated school as a result of its location in an integrated community. This school will continue to serve students in kindergarten through grade 8. In the initial planning stages, Peabody and Clinton were linked as a non-integrated pair of schools. After a number of adjustments were made, it was possible to place Clinton in an integrated cluster. Thus, Peabody is not included in a cluster. However, Peabody School, which will serve students in kindergarten through grade 8, will have access to quality instructional programs and all of the services that will be provided for schools that are in clusters.

STUDENT ASSIGNMENTS

In the integrated clusters, students are reassigned to schools within the cluster by grade and race to achieve the desired racial balance in each school within the capacity of the facility. Kindergarten children are assigned to their home school whether it is a primary or middle school, but are not included in the calculation of racial percentages. Special education students were assigned to a school within the cluster in which they live wherever space permitted.

In the non-integrated clusters, students are assigned to a school by grade based upon their home school and the capacity of each facility.

If, during any school year, a student changes his/her residence to an area served by a different school, such student shall have the option of completing the school year in that original school of assignment. The district would not be obligated to provide such student with charter transportation to and from school, but would provide a bus pass. The student's assignment would charge at the start of the next school year.

TRANSPORTATION

Students will be transported to schools in the integrated and non-integrated clusters if they live more than one mile from their assigned school. In determining which students should be transported in those cases involving the dividing of an attendance area, those students who live farthest from the closest receiving school were selected first to be transported.

Any student currently transported for overcrowding to a school which will be in an integrated cluster shall continue to be transported to such integrated school in 1980-81 unless such child exercises a one-time option of returning to his/her home

school for appropriate reassignment. Such option is not a permissive transfer and is not subject to the policy on permissive transfers. To the extent that children exercise this option, the enrollment at the integrated cluster schools will be adjusted to insure that such schools remain within the 50 to 70 percent white target level.

SUMMARY OF TRANSPORTATION

I. INTEGRATED CLUSTERS

Students to be Transported		
White	Black	Total
3,345	1,970	5,315

Total Miles Transported		
White	Black	Total
10,821.2	9,270.25	19,091.45
Average Miles Traveled		
3.24	4.20	3.59

II. NON-INTEGRATED CLUSTERS

Students to be Transported		
White	Black	Total
45	1,705	1,750

Total Miles Transported		
White	Black	Total
108.25	4,375.4	4,483.65
Average Miles Traveled		
2.41	2.57	2.56

III. MAGNET PAIRING

Students to be Transported		
White	Black	Total
65	217	282

Total Miles Transported		
White	Black	Total
221.8	1,075.0	1,296.8
Average Miles Traveled		
3.41	4.95	4.60

IV. TRANSPORTATION FOR OVERCROWDING

Students to be Transported		
White	Black	Total
33	1,060	1,093

Total Miles Transported		
White	Black	Total
405	11,467.9	11,872.9
Average Miles Traveled		
12.3	10.82	10.86

II. INTEGRATION OF THE REGULAR HIGH SCHOOLS

Four high schools (Cleveland, Roosevelt, Soldan and Southwest) were selected to be integrated to allow for effecti e integration in the 30 to 50 percent black range with a minimun of disruption at the four schools. Under the plan, it will be necessary to move 1,147 black students and 1,226 white students.

Students were reassigned from one high school to another by elementary school feeders. The feeders were selected on the basis of their enrollments at the high school level in order to achieve the necessary counts needed at the receiving high school.

Five elementary schools which will be integrated (Ames, Banneker, Clay, Henry and Webster) were added to the existing feeders to the high schools which will be integrated.

McKinley High School was considered, but not used in the mandatory secondary component because of the natural integrative nature of the residential area surrounding the school. It is hoped that continued redevelopment in this geographic area will enhance integration at McKinley High School.

INTEGRATION OF REGULAR HIGH SCHOOLS

(CLEVELAND, ROOSEVELT, SOLDAN, AND SOUTHWEST)

	Projected Enrollments			Percent
High School	Black	White	Total	Black / Whi
Cleveland	57	1,572	1,629	3.5 / 96.5
Roosevelt	511	1,187	1,698	30.1 / 69.9
Soldan	1,644	5	1,649	99.7 / 0.3
Southwest	554	1,021	1,575	35.2 / 64.8
McKinley	650	211	861	75.5 / 24.5
Beaumont	1,783	2	1,785	99.9 / 0.1
Central	1,178	79	1,257	93.7 / 6.3

High School	Projected Enrollment Black	White	Total	Percent Black / White
Vashon	966	0	966	100.0 / 0.0
Sumner	1,526	8	1,534	99.5 / 0.5
Northwest (10-12)	1,225	5	1,230	99.6 / 0.4
Blewett - 9th grade (transported from Northwest)	304	0	304	100.0 / 0.0
	10,398	4,090	14,488	71.8 / 28.2

MOVEMENT OF BLACK STUDENTS	Black	White	Total
Central to Roosevelt			
Clay	60	0	60
Webster	40	0	40
	100	0	100
Vashon to Cleveland			
Banneker	24	0	24
Henry	132	0	132
	156	0	156
Soldan to Cleveland			
Ford	80	0	80
Mitchell	267	0	267
Emerson	82	0	82
	429	0	429
Soldan to Northwest			
Laclede	82	0	82
Soldan to Beaumont			
Arlington	110	0	110
Stowe	106	0	106
	216	0	216

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Soldan to Southwest			
Hempstead	144	0	144
	144	0	144
Southwest to Soldan			
Dewey	6	0	6
	6	0	6
Total Black Students Moved	1,133	0	1,133

MOVEMENT OF WHITE STUDENTS	Black	White	Total
Central to Roosevelt			
Clay	0	34	34
Webster	0	1	1
	0	35	35
Roosevelt to Soldan			
Fanning	0	180	180
Mann	0	164	164
	0	344	344
Cleveland to Soldan			
Long	0	151	151
Oak Hill	0	137	137
Scruggs	0	229	229
Woodward	0	174	174
	0	691	691
Southwest to Soldan			
Dewey	0	138	138
* Total White Students Moved	0	1,208	1,208

* 5/15/78 Amendment

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Reconfigured Enrollment

High School	Black	White	Total	Percent Black/White
Cleveland	642	881	1,523	42.1/57.9
Roosevelt	625	896	1,521	41.0/59.0
Foldan	779	1,180	1,959	39.8/60.2
Southwest	692	881	1,573	44.0/56.0
McKinley	650	211	861	75.5/24.5
Beaumont	1,686	2	1,688	99.8/0.2
Central	1,099	26	1,125	97.6/2.4
Washon	896	0	896	100.0/0.0
Sumner	1,713	8	1,721	99.5/0.5
Northwest	1,670	5	1,675	99.7/0.3
	10,452	4,090	14,542	71.9/28.1

As amended 5/15/80

SUMMARY OF ALL SCHOOLS
ELEMENTARY & SECONDARY
REGULAR, MAGNET & ALTERNATIVE
(INTEGRATED, NON-INTEGRATED, & NO IDENTIFIED USE)

A.	Elementary Regular			
	Integrated Clusters			
	K - 8	1		
	K - 5	23		
	K, 6 - 8	10		
			34	
	Non-Integrated Clusters			
	K - 8	1		
	K - 5	40		
	K, 6 - 8	13		
			54	
B.	Secondary Regular			
	Integrated	4		
	Non-Integrated	6		
			10	
C.	Magnets & Alternatives			
	Elementary	11		
	Secondary	8		
			19	
D.	No Identified Use		27	
	Sub Total		144	
E.	Special and Hospital Schools		10	
	Grand Total		154	

SCHOOLS WITH NO DESIGNATED USE

AT THIS TIME

SCHOOLS	REASONS FOR NON-USE*
1. Adams	A-B
1a Ashland Branch	B
2. Bates	A-B
3. Benton	A-B
4. Bertha B. Rhoda	C
5. Blair	B
6. Busch	D
7. Charless	A-B
8. Clark Branch #1	B
9. Delmar High School	C
10. Fremont	A-B
11. Gardenville	B
12. Hempstead Branch	B
13. Howard Branch	B
14. King	C
15. Lyon	B
16. Maddox	B
17. Marquette	B
18. Marshall Branch	B
19. Mason	B
20. Metro High School	D
21. Monroe	B
22. Mt. Pleasant	B

SCHOOLS	REASONS FO NON-USE*
23. Riddick	A-B
24. Smith	C
25. Rock Spring	A-D
26. Sherman Br.	A, C
27. Woerner	B

* Codes - Reasons for non-utilization of building

A Age/Condition

B Capacity not needed in cluster

C Mainstreaming of special education students

D Program relocated

SCHOOL FACILITIES HAVING AN ALTERNATIVE USE

Blewett Junior High	Blewett Middle (6-8)
Business and Office High School	Metro High School (9-12)
Computer Managed Learning (Ames)	Center for Expressive & Receptive Arts (K-8)
Enright Middle	Classical Junior Academy (6-8)
Euclid Elementary	Montessori (K-3)
Franklin Elementary	Center for Business, Management & Finance (9-12
Hamilton Br. 1	Expansion of Hamilton Br. 2 (K, 1-5)
Hamilton Br. 3	Academic & Athletic Academy (6-8)
Kennard Gifted Center	Primary School (K, 1-5)
O'Fallon Satellite	Health Careers Center (9-12)

III. MAGNET AND ALTERNATIVE SCHOOLS

MAGNET: ELEMENTARY

Academic & Athletic Academy (Hamilton Br. 3)
Academy of Basic Instruction (Waring)
Academy of Basic Instruction (Mallinckrodt)
Action Learning & Career Education (Madison)
Center for Expressive and Receptive Arts (Ames)
Classical Junior Academy (Fairight)
Foreign Language Center (Wilkinson)
Individually Guided Education (Wade)
Investigative Learning Center (Stix)
Montessori School (Euclid)
Visual & Performing Arts Center (Shaw)

MAGNET: SECONDARY

Center for Business Management & Finance (Franklin)
Health Careers Center (O'Fallon Satellite)
Math & Science High School (DeAndreis)
Visual & Performing Arts High School (Humboldt)

ALTERNATIVE:

Honors Art & Honors Music Program (Longfellow)
Metro High School (Lincoln)
O'Fallon Vocational & Technical High School
Pruitt Tutorial (Pruitt)

MAGNET SCHOOLS DESCRIPTION

Type of Program:	Present Magnet Elementary
Name of Program:	Academy of Basic Instruction
Grade Levels Affected:	Kg - 8
Target Population:	650 students at two sites

administratively those policies may be carried out in ways unique to the site. Programs are conducted in a traditional manner academically with self contained classrooms and strict adherence to the learning of the basics. Each school has a dress and behavior code which has been established by the staff in conjunction with students and their parents.

Each program has a Student Advisory Council and a Parent Advisory Council. Parents have continually displayed cooperation and active support for the program. Such magnets in other cities have always received strong community support.

Type of Program: Present Magnet Elementary
Name of Program: Action Learning and Career Exploration
Grade Levels Affected: Kg - 8
Target Population: 325 students

This program has a twofold focus: the city as a classroom and career awareness. Utilizing the city as a classroom, students learn by doing. Field experiences become an important aspect of the program. Students are given a list of questions to be answered prior to the experience and must write up all answers afterwards. Career awareness follows the concept of studying career clusters and focusing in on individual careers as a total school experience.

This program is also unique in that it is the only Kg - 8 program in the city schools which has industrial arts and home economics for all grade levels. Parent support for this program has always been steady.

Type of Program: Present Magnet Elementary
Name of Program: Foreign Language Experience School
Grade Levels Affected: Kg - 8

Target Population: 325 students

World cultures and languages are taught in this program. Students have the opportunity to study French, Spanish and German in a fully equipped language laboratory. In addition to studying individual languages, students are exposed to a variety of world cultures in their regular classroom studies. In general, the global approach to education permeates the curriculum.

When students have field experiences, they are usually connected with the culture being studied at that time in the school. The program has met with strong support in the community.

Type of Program: Present Magnet Elementary
Name of Program: Individually Guided Education
Grade Levels Affected: Kg - 8
Target Population: 400 students

Individually Guided Instruction is an educational approach developed by the University of Wisconsin at Madison. It is an objective based educational approach which groups students according to their ability. Objectives are drawn up for each student and they are allowed to progress at their own pace.

In addition, the team teaching approach is also used in IGE. After students are grouped they are taught by a team of teachers each of whom has a special strength or unique approach to teaching. The IGE method has been successfully implemented in many other cities, as well as in St. Louis.

Type of Program: Present Magnet Elementary
Name of Program: Investigative Learning Center

Grade Levels Affected: Kg - 8

Target Population: 400 Students

This program utilizes the "inquiry" based approach to education and lays great emphasis on mathematics and science as well as the basics. Subcontracts with the Missouri Botanical Garden, the St Louis Zoo and McDonnell Planetarium permit a wide variety of educational programs for students in this program. In addition to the ILC approach, there is a gifted program within a program at this school. Approximately 100 students in grades 1 - 8 participate in the gifted program.

This program was designed as a feeder into the Academy of Mathematics and Science.

Type of Program: Present Magnet Elementary

Name of Program: Visual and Performing Arts Center

Grade Levels Affected: Kg - 8

Target Population: 425 Students

Some very young children show an aptitude or talent in various art forms. An early beginning of the training of these children to foster their specific talents is desirable. When coupled with the usual offerings in an elementary school, these children will be ready to perform in concerts, plays, shows and exhibits.

Students will engage in vocal and instrumental music activities commensurate with their age and ability. Each student will engage in an art form in the visual arts in order to illustrate some event, the life of some person or some object. The school will offer all pupils an opportunity to try various art forms in order to help each student find his/her special talents. A gifted program will exist in this school which will enroll approximately one hundred students.

Type of Program: Present Magnet High School

Name of Program: The Academy of Mathematics and Science

Grade Levels Affected: 9 - 12

Target Population: 350 students

The Academy of Mathematics and Science is a high school for those students who exhibit a strong interest in mathematics and science. The program is geared to cover a variety of subjects which cannot be found in other St. Louis Public Schools. In addition, there is a gifted program within a program at this school. The gifted program enrolls about a hundred students in grades nine through twelve. They receive extra services over and above regular students.

In addition to the mathematics and science offerings, students will receive all the courses necessary for graduation.

Type of Program: Present Magnet High School

Name of Program: Visual and Performing Arts High School

Grade Levels Affected: 9 - 12

Target Population: 500 students

The Visual and Performing Arts High School has course offerings directly related to the arts. Emphasis here is on sculpture, painting, drama, musical comedy, dance, vocal music, instrumental music and gymnastics. Students either develop portfolios or perform in plays and recitals during the school year.

There is a gifted program within a program at this school. There are approximately one hundred students in the gifted program.

Type of Program: Support Services for Present Magnet Program

Name of Program: Administration
Curriculum Development
Community Involvement

Target Population: All Magnet Schools

Magnet support services vary in their functions. Administration has the central responsibility in administering the St. Louis Public School's magnet schools and program. They establish the links within the system between the system's support service units and the day to day operation of the magnet schools.

The Magnet School program is grounded in the concept of and committment to the idea of community involvement. The Community Involvement Office is actively involved in recruiting community participation through long-range media campaigns designed to inform the public about the Magnet School programs. They also solicit the involvement of parents in the implementation of Magnet Programs.

The Curriculum Development component is designed to provide a comprehensive program of coordinated services to teachers in each magnet school. The services include inservice training and technical assistance to teachers engaged in curricular and instructional improvement projects.

Type of Program: Instructional Support for Present Magnets

Name of Program: Ethnic Heritage

Grade Levels Affected: Kg - 12

Target Population: All students enrolled in Magnet Schools

Currently, a wide variety of efforts is being made by the American education system to recognize and deal with the cultural and racial diversity of American society and the education of children. These efforts include curriculum development activity, teacher training programs and new teacher recruitment policies. Indeed, ethnic heritage

studies can be a powerful curriculum device for overcoming the effects of racial isolation and contributing to the development of racial understanding. An ethnic heritage curriculum, carefully selected, addresses the conflicts and dilemmas of the human condition that inherently interest young people. Ethnic division and racism are critical domestic issues now in St. Louis. The Magnet Schools concept currently in process within the St. Louis school district for the purposes of reducing racial isolation and upgrading the quality of education for all children resulted from such issues; the continuing efforts of the school and the community to resolve these issues gives them an immediacy and helps children to seek out personal answers. Thus, the ethnic heritage curriculum has a natural attraction for children. It can be used to create interaction between teachers and students and among students in sensitive areas often unexplored in classrooms.

Type of Program:	Instructional Support for Present Magnets
Name of Program:	Law/Consumer Education
Grade Levels Affected:	5 - 12
Target Population:	1800

The purpose of the Law Consumer Education Program will be to provide instruction to students in five areas: consumer problems, legislative process, juvenile problems and the law, court systems, and the police. The program will involve a coordinator working directly with teachers in their classrooms, and providing materials and technical assistance to them as needed. The program will utilize the expertise of law community agencies. Opportunity for field trips will be planned in conjunction with a number of community agencies. Opportunity for student and parent input into the program will be provided, as

well as inservice training to teachers and parents.

There is a need for a law related program in a desegregated setting because students need to know that the law can be changed when it is not fair to everyone and does not meet all peoples' needs. Students need to understand that conflicts can be solved through legal, non-violent means. Students should understand that they have the ability to solve their own problems at home, at school, and in their community. Students need to be committed to working cooperatively with other people, so they can make their community become a better place in which to live. They need to know that there are remedies available to all citizens when they have been cheated in a consumer dealing or by their landlord, or have some kind of legal grievance. The Law Consumer Program will provide an activity-oriented citizenship program which helps develop youth who are knowledgeable about the legal system.

Type of Program:	New Magnet Elementary
Name of Program:	Montessori
Grade Levels Affected:	Kg - 3 at this time could be expanded through six
Target Population:	Approximately 250 students

The Montessori program, a structured, individualized approach developed by Dr. Maria Montessori, strongly considers the developmental stages of the child and stresses the establishment of learning environments conducive to building independence and security in the child. This approach calls for a full day, self contained classroom organization. Pupils will receive special services in art, physical education and music, as well as all the basic curricular areas as set forth by the Montessori approach.

Montessori materials and equipment will be provided. Teachers specially trained in the Montessori approach are

required for this program. This approach has proven successful in several school systems -- both in attracting students and in improving the achievement of those pupils who attend.

Type of Program:	New Magnet (Middle School)
Name of Program:	Academic and Athletic Academy
Grade Levels Affected:	6 - 8 (May be expanded later to include 9 - 12)
Target Population:	200 students

The Academic and Athletic Academy will stress the philosophy of strong mind and strong body. An integrated academic and athletic curriculum will be developed for students attending this academy. At least one third of each extended school day will be spent in the development of individual physical skills. Students who have skills and/or interests in body movement, athletic endeavors and in physical accomplishments will achieve academically in a setting which emphasizes and appreciates those skills.

Two cities have found that some students who had not previously taken school seriously found success in a school setting that provided opportunities for building upon their athletic skills. Attendance, morale and academic achievement of these students has markedly improved.

Type of Program:	New Magnet Elementary
Name of Program:	Center for Expressive and Receptive Arts
Grade Levels Affected:	Kg - 8
Target Population:	Approximately 425 students

The Center for Expressive and Receptive Arts will stress through unique approaches the expressive arts skills (writing and speaking) and the receptive arts skills (reading and listening). These communication skills will infuse

all subject matter areas. Each pupil will be diagnosed for skills deficiencies and individual instructional programs will be developed. Teachers will cooperatively develop objectives and sequence of skills.

Teachers will also develop objective-based learning units in each curricular area. Supplementary learning packets to accompany the learning units will also be developed. Research shows that when school staffs become integrally involved in curriculum development student achievement and staff morale improve.

Type of Program:	New Magnet (Elementary/Middle)
Name of Program:	Classical Junior Academy
Grade Levels Affected:	3 - 8
Target Population:	600 students

The Classical Junior Academy will meet the needs of students who are exceptionally gifted or talented. An extended, enriched curriculum covering all basic curricular areas will be provided these students. Often students with special talents are not sufficiently challenged in regular classroom settings. They, therefore, perform below their intellectual potential, sometimes becoming problem students. A variety of approaches and expansion of subject areas will meet the needs of these students.

Other school systems that have established programs such as the Classical Junior Academy have found them to be successful in drawing students from several sectors of the population and in developing students who need such programs to a high level of achievement.

Type of Program:	New Magnet High School
Name of Program:	Center for Business, Management and Finance

Grade Levels Affected: 9 - 12

Target Population: 500 students

The Business, Management and Finance High School will be a combination of many specialties: word processing, marketing, small business management, finance, commerce, office practices, office management, commercial advertising, merchandising, hotel/motel management, and food service (marketing and employment). This program is specifically for students who wish to enter the business world upon high school graduation or who wish to pursue business administration at an institution of higher learning.

Students will elect one major area, Business Finance & Management or Marketing and Merchandising and follow the course of studies outlined for that area. During the eleventh grade opportunities for on the job observation will be provided. During the twelfth grade internships will be made available to students.

Type of Program: New Magnet High School

Name of Program: Health Career Center

Grade Levels Affected: 10 - 12

Target Population: 200 students

Students need marketable skills at the end of their high school career to: a) enter the job market, or b) obtain part-time work to assist in post secondary education. Research by the St. Louis Metropolitan Area Private Industry Council reveals that the 47 member hospitals of the Hospital Association of Metropolitan St. Louis have many unfilled positions, ex: 400-500 nursing openings per month.

The Health Careers High School will be a three year magnet high school program that will include specialized courses. In addition, students will have the opportunity to have on the job observations (shadowing) during their

sophomore year and job site experiences during their senior year.

Students will learn to develop those skills needed for employment in one of the health care fields.

This program will be patterned after the programs in Baltimore, Houston and Milwaukee that have been very successful.

MAGNET SCHOOL ENROLLMENT

The district shall allow students to enroll in magnet schools pursuant to the following guidelines:

1. Students who were enrolled in a magnet school during 1979-80 shall have the option of continuing in the same magnet school in 1980-81 and thereafter.

2. All resident children of school age shall be eligible to apply for enrollment in a magnet school for September of 1980. Such students shall submit a written application for admission pursuant to district procedures and they shall be admitted, consistent with paragraph 4 below, on a first come, first served basis according to the date upon which the application is filed.

3. After 1980-81, students who wish to enroll in a magnet school for the first time or who wish to transfer to another magnet school shall be allowed to do so if the student's enrollment satisfies paragraph 4 below and also reduces racial isolation at the regular school the student would otherwise attend. The latter restriction shall not apply, however, to a school age resident child who would be in the extreme minority in the regular school said child would otherwise attend, that is, where such school is at least 90 percent of the opposite race. In such case, the child may nevertheless enroll in an integrated magnet school.

4. School officials shall monitor and control magnet school enrollments, both in 1980-81 and thereafter, in order to ensure that magnet schools are at all times racially integrated. While the goal shall be to achieve a 50% black/50% white racial balance in each magnet school, it is recognized that such goal cannot always be achieved, and a 20 percent variance could be used under appropriate circumstances.

5. Students who are enrolled in a magnet school in 1980-81 or thereafter shall have the option, in each succeeding year, of continuing in the same magnet school unless that particular magnet program is discontinued.

6. Students who graduate from a magnet elementary school in 1979-80 or thereafter shall have the option of attending the magnet high school which has a specialized program of the same type, or in the same area of study, as the magnet elementary school from which the student graduated.

RECRUITMENT AND COUNSELING CENTER

Six new magnet school programs will begin in September of 1980. Furthermore several new specialty programs will be developed and implemented. Beyond that, there is a need to attend to the enrollment of existing magnet schools. While this need is most in evidence during the summer of 1980, the need will continue throughout the 1980-81 school year. Therefore, a central office for recruiting and counseling will be established. During the summer of 1980, in addition to the central office, there will be four satellite offices set up in the northwest, southwest, northeast and southeast sections of the city.

After the summer months, the Central Recruitment and Counseling Office would continue to operate and all prospective applicants would be referred there. It will be required that all students changing schools because of a change of residence within the city and all students entering the system from private or parochial schools and all students entering the schools because of a move to the city will have to be channeled through this center for counseling before enrolling in any St. Louis Public School.

In addition, the Central Recruitment and Counseling Office would coordinate all recruitment activities for any alternative program in the city schools. It will also be a clearing house for all printed information on the schools as well as any recruitment material prepared for the electronic media.

VOCATIONAL EDUCATION

The Vocational Education Program is presently housed at O'Fallon High School, with a small adjunct facility at the O'Fallon Satellite Center on South Grand Avenue. Both sites are located south of the central corridor of the city.

Pursuant to section 175.530 R.S.Mo., the State Board of Education has designated the City of St. Louis as a vocational/ technical service area, with the St. Louis School District administering the program. The racial composition of the students enrolled in the program is approximately 95 percent black. Similarly, the State Board has designated St. Louis County as a separate service area independent of the City of St. Louis. The Special School District of St. Louis County operates the program in that service area. While exact statistics are not available, the County vocational education program is predominately white.

There is no legal requirement that these two programs be separate. To the contrary, the State Board of Education has the authority under section 175.530 R.S.Mo. to refuse to approve separate service areas for City and County students and to approve an application from an appropriate entity to operate a joint City/County vocational service area. Such action would allow black City students to enroll in predominately white technical high school programs in St. Louis County and vice versa, promoting integration in both areas.

Since the State Board of Education is a party to this case and therefore subject to this Court's jurisdiction, the district requests this Court to strongly recommend to the State Board that it take this action to promote racial integration in the vocational schools of the St. Louis area. The two areas might hopefully be combined prior to the 1980-81 school year. If not, then easily by the start of 1981-82. The Court should

also recommend that appropriate funding arrangements be developed by the entities involved.

In the meantime, for school year 1980-81, the district will continue to operate its present program at the O'Fallon site and will continue to make efforts to attract whites to the program.

The district is currently considering other modifications in the vocational/technical program for 1981-82 and thereafter. Specifically, it has been suggested that the program be decentralized, that is, discontinuing the use of O'Fallon High School as a vocational school and making specialized vocational offerings available at various high school locations throughout the City. Such approach might well enhance the program while promoting student integration at the same time. It would not interfere with the implementation of a joint City/County service area. If this were ultimately done, O'Fallon High School would be an ideal site for a Educational Park, housing magnet and other specialty programs.

The Board of Education reserves the right to finalize the above-mentioned proposals for 1980-81 and thereafter at a later date.

Type of Program: Specialty Program for Middle Schools

Name of Program: Mass Media

Grade Levels Affected: 6 - 8

Target Population: 200 Students

Every effort will be made to infuse concepts of mass media into the classroom. In addition, courses will be taught in the subject areas of radio, television, film and journalism. These courses would be directed to the ability of the student and the level at which the student is. For instance, at the sixth grade level, students would begin with simple sound recording and then progress to film making and television production.

Students in the mass media program will be organized by grade level. The team teaching approach will be used. The assigned classroom teachers from each of the grade levels will be in the program. Instructors will be able to provide a totally integrated curriculum and more flexible scheduling will be possible. Teachers will build units of instruction which will include the utilization of media tools. Each grade will be responsible for the development of a weekly/monthly radio program which will be aired on KSLH.

The program will focus in on two aspects: the core curriculum and specialized courses. With regard to the core curriculum, every attempt would be made to incorporate media approaches into all curricula whenever possible. Heavy reliance will be placed upon the expertise of the Media Staff at the Jeff-Vander-Lou Neighborhood Association for this type of programming.

Type of Program: Specialty Program for High Schools

Name of Program: Mass Media

Grade Levels Affected: 9 - 12

Target Population: 200 Students

Students in this program will take all those courses to meet graduation requirements as specified by the St. Louis Board of Education and the Missouri Department of Education. This program would operate as a program within a program, although it is conceivable that non-program students may opt into some of the specialty programs.

The Mass Media program will be, in effect, a pull out program. Students will attend classes with all other students except when enrolled specifically in courses in the Mass Media Program. That pattern is described below. Initial staff would include an instructional coordinator and four specialty teachers in the areas of: film, radio, television, and journalism. It would be necessary to block out double periods during the school day in order to accommodate production classes.

In addition, juniors and seniors will avail themselves of the use of the facilities and staff of Jeff-Vander-Lou, a neighborhood association.

During their freshman year, students must take an introduction to the mass media. Following the introductory courses, students will almost immediately begin practical experience with television and radio production and sixteen millimeter film. During the summer prior to the senior year, students will have the opportunity to be employed in part-time jobs related to their specialty area. Internships will be provided during the senior year.

Type of Program: Specialty Program for High Schools

Name of Program: Public Safety

Grade Levels Affected: 12

Target Population: 200 Students

The Public Safety Program has a two-fold purpose. It will introduce students to the various career opportunities in public safety and will provide the students with both on job observation (shadowing) and job site experiences.

Individuals currently employed in public safety careers will participate in workshops, seminars and lectures with the students.

This program will be open to all St. Louis Public High School seniors who have completed their core-curriculum courses and the requirements for a practical and a fine art.

By participating in this program students will develop skills and abilities needed for employment in one of the public safety careers. This could occur immeidately after completion of high school or the students can continue their education in an institution of higher learning.

Type of Program:	Specialty Program
Name of Program:	Transportation
Grade Levels Affected:	9 - 12
Target Population:	150 Students

St. Louis is a major center for aviation, river traffic, rail freight and over-the-road (busing and trucking). While transportation related career opportunities abound in the St. Louis area, no training programs for preparing students to enter these careers exist.

Students enrolling in this program will take all courses needed to meet graduation requirements. In addition, students will take survey courses consisting of the various job opportunities in the field of transportation. Personnel from the various transportation fields will be utilized to bring information to the students by either conducting workshops, seminars or through lectures.

Students will have the opportunity to have on job observations (shadowing) during their sophomore and junior years and job site experiences during their senior year.

Upon completion of this program, students will be prepared for employment immediately after graduation or can continue their education at an institution of higher learning.

Development Strategies

Type of Program:	Specialty Program
Name of Program:	Junior ROTC
Grade Levels Affected:	12
Target Population:	200

The Junior ROTC Specialty Program will include instruction in the history of the armed forces and military-type training which will provide an avenue for many students into a profession or a college education. Students participating in this program will earn the required credits for graduation early in their high school careers so that the major portion of the school day during the senior years will be spent in military courses and training.

Several cities have found that Junior ROTC attracts students of various ethnic backgrounds and that many of these students, both male and female, take advantage of post-high school opportunities provided by the military. These opportunities include higher educational experiences as well as entrance into the military.

Type of Program:	Development and Enrichment
Name of Program:	College Prep at two sites Reading with Understanding at two sites Verbal Skills Center at one site
Target Population:	960 students

In 1976, when the magnet school program began, ESAA funds were also available for Pilot Programs and thus Pilot Programs

were provided in five racially isolated schools. Because of the success of these programs and their popularity with parents and students alike, they shall be retained as Developmental and Enrichment Programs. The two College Prep Programs are presently operating at Northwest and Sumner High Schools and would proceed as they have during the last four years. 38a

Reading with Understanding is provided in two schools which under the new configuration will be non-integrated elementary schools (Kg.-5): Scullin and Jefferson. These programs will remain in those schools and serve the needs of students in grades three through five. The Verbal Skills Center is in Williams School which will be non-integrated middle school in 1980-81. The verbal skills program will continue at that location and will serve all students in grades six through eight.

Type of Program	Development and Enrichment
Name of Program:	Pre-School Center
Grade Levels Affected:	3 - 4 Year Olds
Target Population:	Approximately 180 students in non-integrated schools

These centers will provide instruction in the cognitive, affective and psycho-motor domains. Children will attend classes four half days per week (Monday thru Thursday) while Fridays will be reserved for preparation, parent visitations & parent seminars. Parents will be given instructional learning packets to use with their children at home. In seminars parents will receive instructions on how to use the learning packets, some information on nutrition and other parenting skills. Children will engage in field trip experiences in addition to the instructional activities.

Many children enter kindergarten with deficiencies, both social and academic. Pre-School experiences will provide opportunities for decreasing those deficiencies early in the child's life, thus paving the way for successful school careers.

Amendm. 5/6/80

Type of Program:	Development and Enrichment
Name of Program:	Enrichment/Extended Learning Laboratories
Grade Levels Affected:	1 through 8
Target Population:	Pupils in grades 1-8 who attend Non-Integrated Elementary Schools

5/6

Enrichment/Extended Learning Laboratories will provide additional resources to strengthen the educational programs of those schools remaining non-integrated. A variety of options including Basic Skills Labs, Reading Resource Labs, Writing Skills

Underlined portion is 5/12/80 amendment

Labs and Science Labs will be offered. Each school will select one lab for implementation. This selection should be made so that no conflict occurs with Title I services in the school. Labs are organized so that the total class and the classroom teacher report at least twice a week. A diagnostic/prescriptive teaching model will be used. The classroom teacher and lab teacher will engage in team teaching activities. An aide will provide additional services. Instructional experiences for students with deficiencies, as well as, experiences for students who could profit from extended enrichment type instruction will be provided.

Test score data show that St. Louis Public School children score low, on the average, in reading and math. However, a substantial number of students are achieving well in the basic skills and would benefit from advanced educational experiences. Therefore, the basic elementary curriculum should be strengthened in two directions: basic skills enrichment for pupils with academic deficiencies and extended learning experiences for those achieving at or above grade level. Participation in these labs will increase academic achievement for students.

Type of Program	Development and Enrichment
Name of Program:	Secondary Enrichment Centers
Grade Levels Affected:	9 - 12, Enrolled in Fresh... Communication Skills and Math
Target Population:	Students in High Schools Remaining Non-Integrated

Secondary Enrichment Labs will be established in all non-integrated high schools to provide additional educational resources for strengthening skills of students in such schools. A variety of Secondary Enrichment Lab programs will be available for selection. The options include: Basic Skills Labs, Reading Resource Labs, Math Resource Labs, Science Resource Labs and Writing Skills Labs. All students in a course will be accompanied by the course instructor to a lab once or twice per week. The course instructor and lab teacher will engage in team teaching activities. The instructional aide will assist with drill type activities and

plan enrichment type activities for students with deficiencies, as well as, extended learning type activities for students who would profit from advanced learning experiences.

Test score data indicate that a substantial number of secondary students score low, on the average in reading and math, whereas, other students' scores show that they would profit from extended learning experiences. The teaching center approach will provide this two pronged thrust. Participation in the Secondary Enrichment Labs will increase teacher effectiveness and academic achievement of the students.

Type of Program: Part-Time Integrated Program
Name of Program: Student Leadership Program
Grade Levels Affected: 6 - 12
Target Population: Students in the Middle and High Schools

5/6/80

Students need exposure to varied experiences in order to develop leadership skills and abilities. Without exposure to many different situations in which students may engage they will not be able to develop their skills to their potential.

Students will observe leadership qualities and skills by watching school club officers in action. They will demonstrate these same qualities as they participate in school club activities. Students will receive training in leadership skills.

Students identified as having leadership qualities will be given instruction in skills usually identified as those required for effective leadership. Subcontracts will be explored with the Citizenship Education Clearing House (CECH) and the American Youth Foundation for personnel and materials in order to carry out this program. Both organizations have been a vital force in both city and county schools in student leadership. This program contains, potentially the possibility of city - county cooperation.

Type of Program: New Specialty Program (High School)
Name of Program: Classical Academy
Grade Levels Affected: 9 - 12

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The Classical Academy will provide for gifted and/or talented high school students a rigorous instruction program that assures coverage of the liberal arts and sciences within an atmosphere of exploration and growth. Instruction will be intensive and high standards for classwork, homework, individual and team projects will be maintained. Students will follow a program that leads to extensive preparation for college and yet allows the student to explore a variety of subjects and topics of interest.

Cities that have inaugurated programs such as the Classical Academy have found that it draws well from all segments of the population, that students involved in this program excel in academic achievement, and that a high percentage of these students enter and succeed in college.

Type of Program:	.Part-Time Integrated Program
Name of Program:	Environmental Experiential Education
Grade Levels Affected:	6 - 12
Target Population:	For Students in the Middle and High Schools

It has been observed that urban youth are being deprived of the developmental learning and growth producing experiences that stem from interaction with the natural environment. The middle school, designed to meet the developmental needs of students at a transition point in their lives, is a logical place to begin this program. Program contributions to student development include: personal growth, active participation in the education process, and contributing membership in the learning activities of the class and the school.

Activities will vary among schools and between grades. Examples include: mapping, surveying, constructing relief maps, orienteering, investigating caves, streams, plotting on a grid plant succession sequences and animal habitats, tracing water drainage patterns, camping, tracing historical settlement patterns, and numerous similar experiences, self survival activities and cooperative survival techniques.

Type of Program:	Part Time Integrated Program
Name of Program:	Art Museum Program
Grade Level Affected:	9 - 12
Target Population:	Paired City/County/Non-Public Schools

The Art Museum Program will provide opportunities for integrated experiences among city/county/non-public school students. Cooperatively planned experiences will take place at the St. Louis Art Museum. Funds from an outside source have become available to make it possible to engage in these activities.

Students from city/county/non-public schools will share the same experience at the Art Museum. This experience may include viewing films and follow-up discussions, viewing specific exhibits and follow-up discussions, seminars in art appreciation/history.

As students of varying ethnic and socio economic backgrounds share experiences, each should increase multi-cultural awareness and appreciation.

Type of Program:	Part Time Integrated Program
Name of Program:	Pairing and Sharing
Grade Levels Affected:	Kg-5 at this time, could be expanded through 8.
Target Population:	Approximately 250 students per pair of schools.

Through this program of Pairing and Sharing an integrated school will be paired with a non-integrated school for sharing field trip experiences. At regularly specified times during the school year paired schools/classes will share buses and activities during cooperatively planned field trips.

Cultural awareness and acceptance of other people will be fostered when students of different racial backgrounds share experiences and interact with each other in relaxed settings. Field trip experiences may include trips to the zoo, planetarium, riverfront, art museum, parks (for picnic type activities), library, etc. Students may select pen pals and correspond with each other on a regular basis.

Follow-up activities will include lessons specifically designed to increase multi-cultural awareness and appreciation.

Type of Program:	Part Time Integrated Program
Name of Program:	Urban League Library Program
Grade Levels Affected:	9 - 12
Target Population:	High School Teachers and Students

The Urban League Library Program will provide opportunities for teachers and students of paired classes to read books written by and about Black people. History, literature, science, art and

essays will be included in the materials available. Materials may be checked out of the library and/or read on site. The Urban League librarian will serve as a resource person to assist in selecting materials, checking out materials and providing lectures/seminars.

Through the sharing of experiences and knowledge of the contributions of Black people to our culture there will be an increase in multi-cultural awareness.

Type of Program: Current Programs Expanded

Name of Program: Honors Art

Grade Levels Affected: 10 - 12

Target Population: 200 Students

Students with special talents in art do not have the opportunity to expand their skills in the regular high school program. Facilities and staff allocations do not permit the intensive and specialized training needed for artistically talented students. The Honors Art Program will address these needs and concerns.

Students participating in the program will be provided with opportunities to work with individuals in the community who have received recognition for their artistic ability. In addition, students will attend workshops, seminars and lectures presented for artists and students of art by a noted visiting instructor or artist.

Students will attend Honors Art Classes one half day on a daily basis. Requirements for graduation will be met at the home school.

Type of Program: Current Programs Expanded

Name of Program: Honors Music

Grade Levels Affected: 9 - 11

Target Population: 200 Students

Students with special talents in music do not have the opportunity to expand their skills in the regular high school program. Facilities and staff allocations do not permit the intensive and specialized training needed for musically talented students. The Honors Music Program will address these needs and concerns.

Students participating in this program will be provided with opportunities to work with professional musicians (vocal and instrumental). In addition students will attend workshops, seminars, lectures and master classes presented for persons who engage in music as a career and students majoring in music. The master classes will be taught by a prominent visiting professor or a musician recognized for his/her outstanding ability in music.

Students will attend Honors Music classes one half day on a daily basis. Requirements for graduation will be met at the home school.

Type of Program: Current Program Expanded
Name of Program: School Partnership Program
Grade Level Affected: Middle and High Schools
Target Population: All students in those schools

The School Partnership Program has three components: business, higher education, and cultural. In the business component, businesses will pair with ten regular high schools, 19 specialty/magnet programs, and 23 middle schools. Once paired, each pairing will develop and implement two to four joint programs. For example, a business may teach mini courses in exploring different careers in their industry, provide internships for advanced students, and conduct workshops to improve resume writing and interviewing skills.

Both the higher education and cultural institutions will pair with 20 different schools or school programs. Like the businesses, the 40 pairings will develop and implement two to four programs per pairing. These activities may include developing student skills in photography, theatre, dance, reading, math, art or foreign language. In all three components, the pairings will be based on mutual interest. Once compatible matches are determined, they will develop programs that are "doable" and benefit students.

Type of Program:	New Programs
Name of Program:	Parental Involvement Program
Grade Levels Affected:	NA
Target Population:	Parents of all elementary students and parents of four year old and five year old pre-school children

The Parental Involvement Program will provide for parents instructional experiences that will improve parental skills, experiences including skills that help children improve in school work, field trip experiences that will provide suggested activities for parents and children, recreational activities that will enhance the life style of parents and seminars to increase knowledge of available community resources. One Parental Involvement Program (PIP) Center will be established for each cluster of schools (middle school plus elementary feeder schools). These centers will be established in cooperation with the Community School Program. Early assessment services for pre-school children will also be provided.

Research indicates that parents who have positive self concepts, who understand the developmental stages of children and who can provide effective assistance for their children with their school work have children who are successful in their school careers.

Type of Program: New Programs

Name of Program: Program for Improving Student Discipline

Grade Levels Affected: 6 - 12

Target Population: All students

Nation-wide research and in-depth discussions with school personnel indicate that excessive time and energy is spent in implementing disciplinary actions and procedures with students who manifest unacceptable and inappropriate behaviors. Such behaviors tend to disrupt the educational process, not only for the students involved, but their peers. In addition, the time consumed by administrators and teachers in dealing with such disruptive behaviors and the resulting disciplinary actions, tend to erode the time which could be spent developing and implementing positive educational programs designed to insure the growth and development of all students.

To prepare for desegregation, St. Louis [illegible] Schools will prepare in advance to forestall any such problems by the following means:

-Identify the underlying problems and issues of disruption and inappropriate school behaviors.

-Develop and implement three (3) pilot programs which will serve as alternatives to suspensions, expulsions, adjustment transfers and other punitive measures.

-Involve school personnel, parents, students, and others in the development and implementation of alternative programs for suspensions, and adjustment transfers, via Advisory Committees and a committee of parents and school personnel which is in the course of formation.

-Develop inservice training programs in human relations and alternative programs which would address the problem of disproportionate numbers of minority students involved in disciplinary actions.

-Develop a system for monitoring disciplinary procedures and actions in all schools in the public school system.

Type of Program: New Programs

Name of Program: Desegregation Instruction Program

Grade Levels Affected: All grades

Target Population: All students

Students will need assistance in feeling more comfortable with the many changes that will occur as a result of the mandates of the 8th District U.S. Court of Appeals. Lack of knowledge of the social, legal and political events that led to this action by the court is the cause of discomfort. By providing sequenced courses at the elementary level and a Unit of Study at the secondary level fears and discomfort of the students will be alleviated.

ESAA COMPLIANCE ACTIVITIES

The Office of Education of the Department of Health, Education and Welfare determined recently that the district did not meet the Emergency School Aid Act (ESAA) compliance eligibility requirements because the district has (1) denied comparable services to minority children on the basis of race, and (2) failed to provide equal educational services to national origin minority group children. Partly in response to this the district has taken the following action, which is made part of this plan:

1. Comparable Services to Minority Children. King High School and Delmar High School will not be used to house programs for Educable Mentally Retarded (EMR) students in 1980-81 and thereafter. Rather, EMR classes will be held in regular high schools and students now attending King and Delmar will be reassigned to regular high schools for EMR classes consistent with the provisions of this plan.

2. National Origin Minority Group Children. Students whose home language is other than English shall be provided with equal

educational opportunity through a new program to be called the Center For Instruction in English as a Second Language. Under such program, the district will (a) uniformly and systematically identify all such students through the use of an appropriate survey, (b) properly assess such students for language proficiency, (c) provide such students with adequate language services through bilingual teachers, tutors or aides and (d) provide parents of such students with appropriate information on assessment, special language programs and other language activities affecting their children. Such information shall be provided in a language that the parents fully understand.

In addition, the district will take such other appropriate actions as are required by ESAA officials to allow the district to become eligible for ESAA monies.

V. TRANSFERS

A. PERMISSIVE TRANSFERS

In an effort to insure that students in all schools shall receive equal educational opportunities, a policy of permissive transfers shall be continued and expanded. Under such policy, any student assigned to a regular school where such student is in the racial majority shall have the option of transferring to a regular school where such student would be in the minority. Space will be made available in the school where the student desires to attend and free transportation, either by charter bus service or bus pass, will be provided.

The Board of Education shall advise students of their option to transfer under this policy by sending a letter by regular mail, prior to September 1, 1980, to each student's home address, the letter will explain the permissive transfer policy and will encourage students to opt for such transfers.

Hardship transfers and transfers from regular schools to special schools are not permissive transfers and are not subject to this policy. Admission to magnet schools is not subject to this policy (the criteria for admission to magnet schools are stated under the heading "Magnet School Enrollment").

B. HARDSHIP TRANSFERS

Transfers from one regular school to another which would be contrary to the permissive transfer policy may be granted only by the Hardship Transfer Committee and only when there is sufficient showing of hardship by the applicant, due to one of the following:

1. The student is experiencing severe physical or psychological problems at the school of assignment, which are documented by appropriate medical records or diagnosis;

2. The parent or guardian of the student would incur a real economic hardship due to child care expenses connected with sending an elementary age child to the school of assignment;

3. There is a bona fide educational need for a secondary student to transfer in order to take advanced courses not offered at the school of assignment

5/6/82

Requests for hardship transfers shall be made through the Area office which serves the student's residential area. The circumstances involved in each request shall be investigated and verified by a school official who shall be assisted by a physician, psychiatrist, psychologist, nurse or other appropriate persons as needed.

Upon completion of the investigation, the school official shall forward a complete report, with full documentation, to a five member, biracial Hardship Transfer Committee. This Committee shall consist of both parents and administrators, all of whom shall be appointed by the Superintendent of Schools. The Committee shall promptly consider the request and make the final decision as to whether a hardship transfer shall be granted.

VI. STAFF ASSIGNMENTS

All principals, teachers, and other certificated staff who work directly with children at a school shall be so assigned that in no case will the racial composition of a staff indicate that a school is intended for black students or white students. Commencing with the 1980-81 school year, and continuing yearly thereafter for the period inclusive of 1984-1985, the Board of Education of the City of St. Louis shall assign the staff described above so that the ratio of black to white teachers in each school, and the ratio of other staff in each, are substantially the same as each such ratio is to the teachers and other staff, respectively, in the entire school system. For the purpose of this provision, "substantially the same" means within plus or minus five percentage points of the respective ratio in the entire school system or two individuals, whichever is more.

The same criteria shall apply to non-certificated personnel.

The School Board shall, to the extent necessary to carry out this desegregation plan, direct members of its staff, as a condition of continued employment, to accept new assignments.

Amend. 5/84

The Staff Development Division shall plan and implement staff development activities for the new and expanded instructional programs, and for community and human relations. The goal of these activities is to help ensure positive learning and interpersonal experiences during the desegregation process.

The target audiences shall include appropriate Central Office Administrators, Area Superintendents, field administrators, teachers, counselors, facilitators, parents, custodians, students, aides, security officers, nurses, secretaries, community persons, psychological examiners, social workers, psychologists, and vehicle operators.

Prior to the opening of school, staff development activities will be conducted which are designed to provide appropriate staff with the understandings and skills necessary for the functioning of each of the specialty programs which are described in the preceding Section IV of this Desegregation Plan.

Also, prior to the opening of school, some immediate needs of community and human relations shall be addressed. Participating staff and the areas of emphasis in these training programs shall include:

- Security Personnel: Human Relations/Communications
- Administrators. Leadership Skills and Media Relations
- Vehicle Operators. Emergency/Safety Procedures/ First Aid
- Information to Administrators: Update (Orientation of all administrators about planning, implementation, projection, and ongoing steps of desegregation)

- Programs for Information Center Volunteers

After school opens, there will be additional and ongoing staff development in instructional programs, curriculum, and community and human relations. Included in the instructional and curriculum area are the following topics which are related to specific programs:

- Parental Involvement
- Pairing and Sharing
- Art Museum Program
- Urban League Library Programs
- Principals: School Programs

Programs designed to provide volunteers and other staff with skills and understandings in the area of community and human relations are the following:

- Programs for Information Center Volunteers
- Effective Discipline
- Self-Esteem/Self-Concept: Relationship to Attitudes, Behavior and Learning
- Vehicle Operators: Communications/Relations with Students and Parents
- Creating Humanistic Learning Climates
- Security Officers' Concerns
- Security Officers: Human Relations/Communications
- Multicultural Education
- Teachers: Conflict Management/Resolution
- Student Leadership
- Administrator's Leadership Training
- The Administrators Point of View (KSLH radio program)
- Information to Administrators: Update
- Administrators: Stress and Conflict
- Parental Involvement/Community Relations

To assist St. Louis in desegregation, Dr. Charles Rankin, Director of the Midwest Race Desegregation Center located in Manhattan, Kansas, and Dr. Albert Walker, Director of the Urban Technical Assistance Center of the Missouri State Department of Education located in Jefferson City have committed themselves to allocating funds for staff development.

Underlined portion is 5/12/80 amendment.

VIII. SCHOOL IMPROVEMENT - SUMMER 1980

The goal of this program is to develop individual school plans with curriculum and instructional materials based upon the new instructional focus of each school as re-configured in accordance with this Plan.

Activities associated with this goal will be undertaken during the summer of 1980 and will involve each principal and several teachers from each school. Defendant will continue its study of curricular improvements in order to improve the quality of education throughout the system.

IX. TRANSPORTATION

Transportation shall be provided for students in order to implement the plan. Such transportation will be provided primarily through the use of contracted services and Board of Education owned and operated vehicles. It will be necessary to expand the present level of contracted services in order to achieve the objectives of the plan and it will also be necessary to change the present two-tier system (utilizing buses twice in the morning and afternoon) to a three-tier system, so as to maximize the utilization of equipment and personnel. In order to implement the three-tier system, some schools will start at 7:30 A.M. It is not anticipated that kindergarten through grade 5 centers will req :30 A.M. starting time.

In order to ensure the safety of all tran i children, adult supervision will be provided on the buses.

Not more than 44 middle school or high schoo tudents nor more than 65 students in kindergarten through grade 5 shall be transported on a bus. Pick up points for children in integrated and non-integrated clusters shall be at neighborhood locations, so as to provide the best possible service to students and maintain efficiencies in transportation routing.

Transportation will be provided for after-school activities in middle schools and high schools and for field trips for all schools.

Experience may dictate changes in transportation schedules and other aspects of the transportation system by the school administration. Such changes shall be made consistent with the spirit of this desegregation plan and

consistent with the need to use the most practical transportation methods with a minimum of hardship for all students involved.

Transportation will be provided for elementary children in integrated and non-integrated clusters who live more than one mile from their assigned schools and high school students involved in mandatory integration who live more than two miles from their assigned schools. Transportation will also be provided, subject to the same distance requirements, to students who exercise the permissive transfer option and students who are enrolled in magnet schools.

It is anticipated that 225 contracted vehicles will be required to supplement 20 Board operation vehicles. Board of Education Transportation staff will be increased so as to be responsive to the needs of students and maintain a safe and efficient transportation system.

Discussions are now being held with the company which currently provides contracted bus services for the St. Louis Public Schools. The contractor has indicated verbally that the company can deliver the necessary additional bus service and has agreed to accept a penalty should the company fail to do so.

X. SAFETY, SECURITY AND STUDENT WELFARE

The St. Louis Board of Education considers the safety and welfare of each student to be of paramount importance and wishes to provide assurances that every precaution has been taken to ensure the safety and welfare of each child.

Plans have been made to improve the operational capabilities of Board of Education security services. These plans include the development of a more comprehensive communications system, improved response capabilities through the strategic deployment of personnel, and the coordination of security activities with law enforcement agencies. Additional professional training will be provided for security personnel in a number of areas, including human relations.

In order to ensure a secure learning environment in each school, every school staff will be assisted in developing its own school security plan. In addition to the development of routine procedures to ensure the security of school buildings and the personal safety of students and staff, contingency plans will be developed for each location which provide for prompt, appropriate responses to a variety of emergency conditions.

Adult supervision will be provided for students on each bus as a measure to help ensure the safety and welfare of students who are transported to school.

The Board is confident that this Court's final judgment ordering implementation of a desegregation plan for the St. Louis Public Schools will be complied with fully and with good spirit. While there will undoubtedly be some who are disappointed with the Plan, it is only through established legal procedures that differences can be resolved. The Board thinks it necessary to state its position with regard to possible resistance to the Plan and to the safety of children affected by the Plan.

The Board is confident that the St. Louis Community will coalesce into supporting the Plan and the Court which is asked to approve it. The history of St. Louis in this regard is an enviable one and should be continued at this significant juncture.

The Board feels it to be also its duty, however, to add that protests may remain within the limits of permissibility or exceed those boundaries. In the event that any such protest is conducted in violation of the above standard, the Board requests that this Court unhesitatingly employ its enforcement powers to guarantee the absolute safety of children seeking to use public school facilities. Those who would resort to public disorder should remember that contempt of the orders of United States courts and violations of the civil rights of others are serious matters which invite enforcement procedures by the Court carrying severe penalties.

The Board would recommend that, along with approval of the Plan, the Court issue an order to insure the peaceful implementation of all activities required by the Plan.

XI. COMMUNITY RELATIONS PROGRAM

The Board recognizes that increased communication through public involvement and promotional efforts is the key to community understanding and compliance with the Plan. More specifically a special community relations program is needed to accommodate the extra informational needs on the part of parents and to minimize misunderstanding in the community. To ensure that these needs are filled, the Public Affairs Division, through the employment of several public affairs support personnel, will institute a media campaign and will use personal contact techniques based upon the following guidelines.

In May, 1980 a newly employed public involvement coordinator will begin planning a series of summer meetings and training workshops to be sponsored by the St. Louis Public Schools for parents, students and volunteers. Open houses will be scheduled to acquaint parents and children with their new schools and new principals. In addition, letters will be mailed to neighborhood organizations offering qualified speakers to explain the Plan. Finally, volunteers will be trained to answer telephone inquiries on the "Straight Story Line", a rumor control system.

Weekly reports will be submitted to the public affairs administrator. These reports will include a schedule of meetings and open houses, and detailed descriptions on community reaction to all activities. The reports will serve not only as evaluation tools for this component, but as barometers of community opinion for administrators and Board members. Likewise, a log of telephone calls will be tabulated, categorized and evaluated using the word processing

equipment. Responses to the telephone calls will also be documented.

By mid-August, 1980, activities for the first day of school will have been planned. Local sports and media celebrities will have been asked to ride buses with students on the first day of school. Letters from these celebrities will be requested to evaluate the success of the first-day experience.

From the first day of school staff will continue to work with parent groups and to respond to requests for speakers. Specifically, they will assist in organizing new parent groups for schools whose groups may have been splintered due to desegregation. Weekly evaluation reports will be continued.

Throughout this period, the needs of the greater St. Louis community will be filled through public information activities. Public service announcements for television and radio will be produced reminding the community of the phone numbers to call for information on desegregation. Newspaper advertisements will be placed to convey the same message through the print media. A supplement to the school district's community newspaper, School & Home, will be prepared explaining the Plan, the clustering of schools, and alternative programs. Additional media devices, including a slide-show presentation, fact sheets and flyers and periodic news releases, will be used to ensure that messages of reassurance go out to the public on a daily basis.

Finally, during the course of the school year, plans will be in operation for promotion activities, all with a view towards reporting on integration success stories.

These stories will be promoted through feature stories in the broadcast and print media and through educational journal articles reprinted for general distribution to the community. In addition, the coordinator will encourage local television and radio stations to produce special programs on the course of implementation and effectiveness of the Plan.

XII. PARENT ORGANIZATIONS

The Board of Education believes that it is vitally important that parents be offered a variety of ways to share their time and talent with the public schools and to have a voice in the issues affecting their children's education. Thus, new parent groups will be organized at the local school level, on an Area basis and on a City-wide basis. These groups will have continuing contact with staff members as well as members of the Board of Education.

In addition, since parental involvement is a requirement of most federally funded programs, organizations such as the Title I Parent Advisory Council and the Emergency School Aid Act Advisory Council will continue to function. Efforts will also be made to improve the overall coordination of parent group activities.

XIII. INVOLVEMENT OF SUBURBAN SCHOOL DISTRICTS

A. VOLUNTARY COOPERATION

As directed by the Court of Appeals, the Board recently made another effort to seek the cooperation of St. Louis County school districts, the State Board of Education and the United States in developing a program of exchanging and transferring students. This step was taken in line with the long-standing policy of the Board to seek the cooperation of the school districts of this metropolitan area to the amelioration of the segregative conditions which obtain in this city proper.

On March 12, 1980, Board President Gordon L. Benson sent letters to the presidents of all boards of education in St. Louis County seeking the assistance and cooperation of their districts in a student exchange program.

Superintendent Robert E. Wentz sent a second letter to all county superintendents soliciting their support in the 1980 Missouri General Assembly for Senate Bill No. 859. Senate Bill 859 provides financial incentives to encourage voluntary transfers of students between school districts which promote racial integration. In addition, St. Louis school officials met repeatedly with state and federal officials to explore possibilities for city-county cooperation and funding.

The State Department of Education nominally supported Senate Bill 859. However, the bill did not receive sufficient meaningful support during the most recent legislative session, and The General Assembly adjourned on April 30, 1980 without passing it.

On the question of a voluntary city-county student exchange program, the written responses from county districts to President Benson's request ranged from hostile to mild

interest in the idea. Most responses were noncommittal. Copies have been filed with this Court and furnished to all counsel. Notwithstanding the repeated efforts of the Board, no student exchange program has been effected to date. For these reasons, no such proposal for 1980-81 could be included in this Plan. The district will continue and intensify these efforts and will report to the Court on this subject if and when something significant develops.

Officials of the Department of Health, Education and Welfare have advised that monies are available under the Emergency School Aid Act to underwrite the tuition for county students who reduce racial isolation by transferring into magnet schools in the city. As a part of the Plan, and to encourage voluntary integration between city and county, the Board of Education has approved the waiver of tuition since it will be paid through ESAA.

B. METROPOLITAN REMEDY

The Board of Education believes that the Plan contained herein fully complies with the Court of Appeals opinion of March 3, 1980 and will provide stable integration to the maximum number of St. Louis students, insofar as it is possible under the circumstances. At the same time, the Board is aware that, of necessity, literally thousands of black students in North St. Louis will remain in one-race schools under the Plan. While techniques such as those proposed in this Plan, Section V, supra, go a long way in affording these students equal educational opportunities, the Board continues to adhere to its belief that the best ultimate solution involves a metropolitan desegregation remedy.

The record in this case documents the Board's consistent efforts to involve the entire metropolitan area in the

desegregation process. Thirteen years ago, in April, 1967, the Board sent letters to several St. Louis County school districts seeking to initiate a cooperative effort towards amelioration of segregation in the metropolitan area (Exhibit D-64). For various reasons, each of the county school districts refused the Board's offer (Exhibit D-122). Also in 1967, then Superintendent of Schools William Kottmeyer served on an Advisory Committee to the Missouri School District Reorganization Commission which made recommendations to the legislature concerning school district consolidation. Two school district consolidation bills implementing the Commission's recommendations, successively introduced in the Missouri General Assembly by then State Representative James Spainhower, were voted down in committee.

Once the present lawsuit was filed, the Board moved that the Court join 21 county districts as additional parties defendant, all with a view towards achieving stability should further desegregative efforts be deemed necessary (Board Motion filed October 30, 1973). The motion was overruled by the District Court as premature. Finally, the Board filed a plan with this Court on February 28, 1977 which recognized that "only a metropolitan plan, encompassing the neighboring two tiers of the school districts in St. Louis County, with their low ratio of minority students, will provide the opportunity to achieve the necessary viability and stability of the racial mix of the whole area" (Board Report dated February 28, 1977, p. 11). The Board remains committed to a metropolitan plan as the optimum method of ensuring stability.

It should be stated, however, that in spite of the Board's continuous desires and efforts to include other districts of the St. Louis metropolitan area in a desegregation program, it finds that there are opinions such as Milliken v. Bradley, 418 U.S. 717, (1974) (Milliken I), which place a heavy burden

on the proponent of a metropolitan remedy. In that case which concerned Detroit and surrounding area, it was held that in order to involve suburban districts in a metropolitan remedy, "it must first be shown that there has been a constitutional violation within one district that produces a significant segregative effect in another district. Specifically, it must be shown that racially discriminatory acts of the state or local school districts, or of a single school district have been a substantial cause of interdistrict segregation." However, it should be noted that the Court of Appeals for the Eighth Circuit (Slip Opinion, pp. 44-45, ft. 27), itemized a number of factors which may suggest the basis for interdistrict violation. Some recent developments appear to be of similar import.

The Board of Education agrees with Dr. Gary Orfield when he testified that "the most stable kind of plan is a metropolitan proportional enrollment plan." (Slip Opinion, page 44, footnote 27). The Board noted the recent public announcement by N.A.A.C.P. that it intends to pursue an interdistrict remedy in the St. Louis area. The Board encourages the N.A.A.C.P., the United States Department of Justice and any other group which commits itself to such objective.

XIV. IMPLEMENTATION, MONITORING AND EVALUATION

As part of the district's responsibility in the implementation of the Desegregation Plan certain adjustments in the assignment of students may be required in order to maintain the desirable level of integration. In this connection, the district shall annually review the racial enrollments of its schools to determine whether additional minor adjustments should be made to provide a continuation of integration in the district.

At the start of each school year, the district shall make appropriate enrollment adjustments in all schools whose enrollment has changed to more than 15% above or below the 50 to 70 percent white target level. Also, in future years, if there are residential areas that become naturally integrated to a point where the enrollment of the local school would be within the 50 to 70 percent white target level, the district may remove such school from its cluster and allow the school to operate as a neighborhood school.

These functions will be assigned to the Support Services Administration, which will make recommendations to the appropriate administrators with regard to such modifications in desegregative services and programs as may appear necessary for the purpose of this Plan. The monitoring function will provide for ongoing review and reporting of all aspects of the Plan and prompt identification of aspects of the Plan requiring special attention. The monitoring function will be linked with a planning support function, both of which will provide for ongoing collection and analysis of data and information pertaining to implementation of the Plan, and provide administrators with information relevant to short and long range modifications of the Plan which may be advisable.

The Staff will analyze relevant data and information pertaining to the desegregation plan to:

(a) identify problem areas and concerns regarding administrative review and action.

(b) prepare progress reports regarding the implementation of various parts of the plan.

(c) produce planning support documents to assist administrators in their review, modification, and development of the plan from year to year.

In addition, the Evaluation Division will conduct a comprehensive evaluation and audit of the desegregation plan. This evaluation, which will be coordinated with the Implementation and Monitoring component, will include a review of planning efforts and implementation as well as an analysis of the effects of desegregation on the educational process.

Some school buildings not utilized under the plan may be considered for sale or lease by the district. The district will ensure that none of these buildings are used to avoid integration in the district. During the period of the plan, the Board will transfer ownership of buildings only on the condition that the deed contain appropriate language to the effect that if at any time such building is used as an elementary, middle or secondary school and has a student population which is more than fifty percent white, the property shall immediately revert to the School Board. Similar restrictions will be placed in all lease agreements.

XV. FINANCIAL REQUIREMENTS

What the Board proposes herein is a desegregation plan that promises to work. It is significant that the plan is not limited to student reassignments but rather contemplates that the quality of education will be improved for all students in St. Louis, those who are transported and those who remain in their neighborhood schools. In developing this plan, the Board has not ignored the hard reality that effective desegregation take dollars, in a measure which exceeds the financial resources of the district.

The anticipated financial position of the school system for 1980-81 shows a limited increase of revenue for the operation of schools. It is estimated the school system will have available revenues of $134,019,368 or $5,106,887 more than the 1979-80 available revenues. This limited increase of revenue will be quickly consumed by inflation and employee salary increases.

The Plan proposed by the Board entails the substantial cost items which are set forth in the following Budget sheets. This documents shows that the total estimated costs of all components of the plan amount to $22,052,679. The Plan contemplates the conversion of some school buildings to other uses and the closing of others, which will result in some savings to the district. In addition, at the suggestion of the Court of Appeals, school officials have met with officials from the Department of Health, Education and Welfare about additional federal dollars for desegregation in St. Louis. While there is no guarantee at this time, the district can realistically expect to receive some additional federal aid in 1980-81 which may be used for desegregation-related activities. However, this would be a one year "Out-Of-Cycle" grant under the Emergency School Aid Act and the Board will therefore have to again apply for additional monies under ESAA for 1981-82 and future years. Finally, the district can expect

to [illegible] funds from other federal title grants, some of which can be used to finance certain aspects of the Plan.

The Board of Education is convinced that each and every component herein is essential to the successful implementation of the Plan. According to the opinion of the Court of Appeals, students in the St. Louis Public Schools have been victims of de jure segregated schools for years. As the appellate court pointed out, reassigning of students cannot provide desegregated schools for all of the 76% black students. Other expensive programs are required by the appellate court's opinion to provide compensatory and enrichment services.

The Board of Education must have additional resources to desegregate the school system. Accordingly, the Board has directed its attorneys to begin work on a request to the Court for additional financial assistance. The powers of the federal courts to fashion a decree which brings a school district into compliance with the Constitution are broad. In the recent case Milliken v. Bradley, 433 U.S. 267, (1977) (Milliken II), the United States Supreme Court recognized the need for education programs in a desegregation plan and held that the state can be ordered to share the costs of desegregation. The Eighth Circuit Court of Appeals has recognized this fact in its opinion and has assumed that the State of Missouri will pay 80 percent of the costs of transportation and will share other costs of the plan. In a recent order the appellate court required the State to pay one-third of the attorneys' fees and expenses of the plaintiffs.

The Board of Education is committed to complying with the desegregation order and improving the quality of education in the process. However, financial assistance from the state and federal governments, in addition to strong local support, is needed.

The programs and measures outlined in this desegregation plan are predicated on adequate funding being provided by federal and state sources to supplement the funds which will be allocated by the district. Should those federal and state funds be withheld, a very difficult problem would arise and would require a reappraisal of the situation in the light of all pertinent facts and circumstances.

The assistance of this Court is respectfully but most earnestly requested.

DESEGREGATION PLAN BUDGET

Maintain Present Magnets and Alternate Schools

Academy of Basic Instruction at Waring	$ 95,1?3
Academy of Basic Instruction at Mallinckrodt	95,123
Action Learning at Madison	146,529
Foreign Language Experience School at Wilkinson	104,713
Individually Guided Education at Wade	109,601
Investigative Learning Center at Stix	166,920
Academy of Mathematics and Science	343,246
Visual & Performing Arts High School	404,181
Metro High School	35,775
Visual & Performing Arts Elementary School	339,625
Center for Expressive and Receptive Arts at Ames	140,967
Support Components	
Curriculum Development	55,716
Administration	188,104
Community Involvement	78,767
Ethnic Heritage-Curriculum Support	92,287
Law/Consumer Educaton-Curriculum Support	51,316
	$2,447,993

New and Expanded Magnet Schools:

Montessori	$ 108,687
Academics & Athletics Academy	149,461
Classical Junior Academy	184,425
Center for Business, Management & Finance	276,085
Health Careers Center	115,396
	$ 834,054

New Specialty Programs:

Classical Academy High School Level	$ 73,518
Mass Media Specialty Middle School	36,602
Mass Media Specialty High School	127,313
Junior ROTC	18,797
Public Safety Program	93,997
Transportation Program	57,357
	$ 407,584

Expanded Specialty Programs:

Honors Art	$ 99,402
Honors Music	99,402
Partnership Program	709,429
	$ 908,233

DESEGREGATION PLAN BUDGET (Continued)

Developmental/Enrichment Program For Non-Integrated Schools:		
College Prep at Northwest	$	382,070
College Prep at Sumner		382,070
Reading with Understanding at Scullin		65,889
Reading with Understanding at Jefferson		65,889
Verbal Skills at Williams		49,148
Pre-School Centers		225,040
Enrichment/Extended Learning Laboratories - Elementary		1,936,388
Secondary Enrichment Laboratories		428,197
		$3,536,691
Part Time Integrated Programs:		
Pairing and Sharing, Kg. - 5	$	58,699
Art Museum Program		12,199
Urban League Library Program		12,199
Student Leadership Programs		100,000
Environmental Experiential Education		100,000
	$	283,097
Specialty Programs Within Regular Schools:		
Center for Instruction in English	$	74,472
Program for Improving Student Discipline		250,000
Desegregation Instruction		5,634
	$	330,106
		$1,927,433
Middle School Programs:		
Support Components:		
Parental Involvement	$	312,221
Recruitment and Counseling Center		152,143
Data Management Support		116,655
Special Evaluation Component		197,919
Planning, Programming and Monitoring		56,825
Staff Development for Desegregation (Other staff development costs are included with other components)		500,000
School Development Plan		462,453
Pre-implementation		200,000
Tuition		50,000
Building/Facilities Renovation and Preparation Costs		4,668,482
Additional Transportation Costs Directly Related to Desegregation		1,984,332
Transportation, Contracted		2,213,000
Safety and Security		569,354
		$11,483,384
Total Budget		$22,152,411

XVI. REPORTING REQUIREMENTS

The reporting requirements set forth in the Desegregation Plan are superseded by the following:

REPORTING REQUIREMENTS

On _____, 1980 and _____, 1981, and on the same date annually thereafter until further order of the Court, the Board shall file with the Court a report setting forth the following information:

I.

(a) The number of students by race enrolled in the school district;

(b) The number of students by race enrolled in each school of the district;

(c) The number of students by race enrolled in each classroom in each of the schools in the district as well as the race of the teacher in each such classroom.

II.

(a) The number of full time teachers by race in the district;

(b) The number of full time teachers by race in each school in the district;

(c) The number of part time teachers by race in the district;

(d) The number of part time teachers by race in each school in the district.

III.

Describe the requests and the results which have accrued, by race, under the majority to the minority transfer provision which is a part of the plan.

IV.

State the number of inter-district transfers granted since the plan became effective, the race of the students who were granted such transfers, and the school district to which the transfers were allowed.

V.

Give brief description of any present or proposed construction or expansion of facilities.

VI.

State whether the school board has sold or abandoned any school facility, equipment, or supplies having a total value of more than $500.00 since the plan became effective.

(p) Notwithstanding anything to the contrary which may be contained in the official Plan, the children who live in the Ames School attendance area who do not attend the magnet school there will be assigned to the Clay School.

Transfer Procedure to Implement Court Order

The procedures hereinafter set forth will be applied and followed in order to achieve compliance with the court-ordered reduction of employee racial segregation.

I. VOLUNTEERS

Employees at any school will be given the opportunity to volunteer to transfer to a school which is out of balance with a different race predominating, provided that their leaving the school where they are located would not reduce the percentage of the minority employees at that school to any percentage below the thirty (30%) percent minimum requirement set forth in the Court Order. (An exception to the proviso in the preceding sentence is noted in the case of volunteers to transfer to a school designated as a "magnet" or "alternative" school within the terms of the said Court Order, upon condition that there is a suitable replacement for such volunteer of the same race who is available.) Such volunteers will be given their choice of such schools where a different race predominates in the order of their system-wide seniority and rank, starting with the most senior employee in the highest rank, subject to their having the qualifications to fill the position.

II. ELEMENTARY SCHOOLS

1. In all schools which fall below the thirty (30%) percent minimum required by the desegregation plan approved by the Court, the racial percentage of teachers and other staff will be ascertained and noted.

Employees shall be notified of transfers which will be required and encouraged to volunteer for such transfers subject to the procedure relating to volunteers set forth in Section I above.

2. If the number of volunteers removed from a school leaves that school (after taking into account replacements of a different race) in non-compliance with the Court's requirements, then such additional number of persons in the predominant racial group will be removed so as to achieve (with the replacements) the percentage required to meet the terms of the Court Order. Such number of persons shall be those of the predominant racial group with the least system-wide seniority in the lowest rank in that school. Names of the persons so removed will be placed in a "Pool" of elementary school employees.

3. The number of persons of each race in said "Pool" shall be equalized. This shall be accomplished by adding persons to said "Pool" of the race with the least number of people in said "Pool." Such persons shall be added to the "Pool" from the schools with the largest percentage of persons of the race required for equalizing said "Pool." The persons to be added shall be the persons with the least system-wide seniority in the lowest rank in that school of the race required for said "Pool."

4. Persons whose names are in said "Pool" will be given the opportunity, in order of their system-wide seniority and rank starting with the most senior employee in the highest rank, to choose the school to which to be transferred from among the schools with openings in which a different race predominates, subject to their having the qualifications to fill the position.

5. After such choices have been granted, any persons whose names remain in said "Pool" (either because they have exercised no choice or because they did not have the qualifications to fill the position at the school or schools of their choice) will be assigned by the Director of Personnel to that school which is out of balance with a predominance of persons of a different race where in the judgment of the Director of Personnel that person is best suited. In making such assignments, the Director of Personnel shall offer each person left in said "Pool" a choice of the available positions for which said person is qualified. Such choice

shall be offered by system seniority and rank, starting with the most senior employee in the highest rank.

III. SECONDARY SCHOOLS

1. In all schools which fall below the thirty (30%) percent minimum required by the desegregation plan approved by the Court, the racial percentage of teachers and other staff will be ascertained and noted.

Employees shall be notified of transfers which will be required and encouraged to volunteer for such transfers subject to the procedure relating to volunteers set forth in Section I above.

2. If the number of volunteers removed from a school leaves that school (after taking into account replacements of a different race) in non-compliance with the Court's requirements, then such additional number of persons in the predominant racial group will be removed so as to achieve (with the replacements) the percentage required to meet the terms of the Court Order. Such number of persons shall be those of the predominant racial group with the least system-wide seniority in the lowest rank in that school. Names of the persons so removed will be placed in a "Pool" of secondary school employees.

3. Persons whose names are in the "Pool" will be given the opportunity, in the order of their system-wide seniority and rank, starting with the most senior employee in the highest rank, to choose the school to which to be transferred which is out of balance with a predominance of persons of a different race, providing the given employee has the qualifications to fill the opening so preferred.

4. After such choices have been granted, any persons whose names remain in the "Pool" (either because they have exercised no choice or because they did not have the qualifications or seniority to fill the position at the school or schools of their choice) will be assigned by the Director of Personnel, in the order of their system-wide seniority, to that school which is out of balance with a predominance of persons of a different race where in the judgment of the Director of Personnel that

person is best suited. In making such assignments, the Director of Personnel shall offer each person left in said "Pool" a choice of the available positions for which said person is qualified. Such choice shall be offered by system seniority and rank, starting with the most senior employee in the highest rank.

5. If there remains unassigned personnel in the "Pool" after all predetermined openings at schools having the opposite racial imbalance have been filled, then the Director of Personnel shall remove such additional number of persons from a school or schools having an opposite racial predominance, beginning with employees in the same department and holding the same or similar qualifications who have the least system-wide seniority and lowest rank, and interchange them with the remaining unassigned personnel until all such remaining unassigned personnel in the "Pool" have been given assignments to a school where a different race predominates.

IV. GENERAL PROVISIONS

1. Any elementary or secondary school person who volunteered who cannot be accomodated in a school of his/her preference may remain at the school where such employee is normally assigned if he or she has sufficient seniority not to be subject to removal by application of other provisions of these procedures.

2. The St. Louis Board of Education shall upon request inform the Union as to the number of minority employees in relation to total employment at each school and also as to any vacancies that exist. The Union will be notified by phone of the availability of the updated vacancy list prior to its being sent to the employees affected. The priority ranking of telephone contact shall be a.) direct office contact b.) designated person(s) c.) recording device.

3. Schools with racial imbalance among staff shall be identified and a list of such schools shall be posted in each school by April 1 of each school year.

4. Whenever a new school is opened the number of vacancies in each position shall be posted in all of the schools.

5. Before making a decision that a person is not qualified for a particular position, the Director of Personnel shall offer to review with such person his or her qualifications for the position. If, following such review, a decision is made that the person is not qualified for said position, the person may have such decision reviewed under the procedure of Article IV, Section 6, provided such review is requested within eight (8) calendar days of notification of such disqualification. Such notification of disqualification shall include a statement of the review procedure and time limit for filing a request for review.

6. If any question arises concerning appointments, assignments, re-assignments, and transfers which are made pursuant to the foregoing rules of procedure to improve the racial balance of personnel, such question may be submitted for review by a Committee of two persons composed of one administrator representing the Board of Education and a representative appointed by the Union. If any such question cannot be resolved by said Committee, the matter may be submitted for resolution under the grievance procedure. Such matter shall be initially submitted at the Superintendent of Schools level of such procedure.

7. The parties agree that they shall work cooperatively to develop human relations programs to encourage and assist employees in adapting to a changing educational environment resulting from court ordered desegregation of employees. The programs so developed, rates of compensation and conditions under which they are implemented, shall be determined by the parties in connection with the Policy Statement to be developed for the implementation of the transfer procedure.

8. Employees shall not be discriminated against as to hiring, rehiring, promotion, dismissal, suspension, or assignment on the grounds of race, sex, creed, color, national origin or marital status, all subject to the procedure provisions of Title VII of the Civil Rights Act of 1964, as amended, and age as covered by the Age Discrimination Act of 1972, as amended in 1978.

9. For the purpose of applying these rules of procedure only, all employees who are away on leave of absence from active employment at the

time or times these rules are implemented will be considered as if on active duty, at the location of their normal and regular employment assignment.

10. In cases where employees of the same rank have the same seniority date, seniority preference shall be given to the person with the greatest professional experience. If professional experience is equal, then preference shall be given on basis of employment application dates, the earliest date getting first preference.

V. DEFINITIONS

1. "Lowest rank" as used herein refers to the following employee designations: continuing substitutes, probationary and tenure. The ranking is as follows:

(a) continuing substitutes (lowest)

(b) probationary

(c) tenure (highest)

2. "Person," "employee" and "volunteer" as used herein means a person employed in any of the classifications for which the Union is recognized as the majority representative in accordance with the "Policy Statement of the St. Louis Board of Education In Relation To Working Conditions For Teachers And Certain Other Employees," March 13, 1979.

3. "Union" as used herein means St. Louis Teachers Union, Local 420.

MEMORANDUM

May 7, 1980

To: Judge James H. Meredith

From: Gary Orfield

Subject: Mechanism for Readjustments and Exemptions in Plan

Shortly before voting final approval of the desegregation plan the school board approved the idea of future readjustments to exempt from busing any neighborhood that might become residentially integrated and to provide for maintenance of integration in clusters that might experience demographic change. Although the general idea is reflected in the plan submitted to the court I believe the court order should include specific procedures which address these issues. I urge consideration of the following suggestions as a supplement to my report:

1) Exemption from busing for residents of stably integrated neighborhoods and for white neighborhoods which provide sites for subsidized housing for significant numbers of black families.

   A) Any school which has a residential student population which has been between 25 and 60 percent black for at least two years and is not changing racial composition more than 10 percent a year shall be exempted from any busing of its resident students so long as it remains within this range. If such a school subsequently becomes more than 60 percent black it may remain exempt until the proportion reaches 75 percent, so long as the residential racial population is not changing more than 5 percent a year. Such exempted schools will be adjusted to district-wide desegregation levels by busing children in from other neighborhoods, but residents of the integrated areas will not be bussed.

   B) In order to encourage development of integrated sites for subsidized housing in St. Louis any school attendance area which is more than 90 percent white which accepts subsidized housing that raises the resident student population to at least 20 percent black shall enjoy the same exemption accorded to residentially integrated areas.

2) Adjustments to maintain integration. There will be a variety of unforeseen factors which will affect the enrollment by race of students in particular schools and clusters as time passes. In order to maintain

genuine integration for as many students and schools as possible the school board should review its latest enrollment data by March 1 of each year. Any school included in the mandatory plan that has less than 35 percent or more than 65 percent white students ~~should~~ must be included in annual assignment revisions designed to produce the maximum number of 50 percent minority-50 percent white schools for the next fall. The plan for revisions should be filed with the court by April 1 of each year.